DOCUMENT RESUME

ED 173 221 SO 011 780

AUTHOR Brothers, Lynn
TITLE Ethnic Heritage Studies: Family History Project. Experimental Unit.
INSTITUTION Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.
SPONS AGENCY Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.
PUB DATE 76
NOTE 46p.; For related documents, see ED 150 043 and SO 011 775-786; Map of Kentucky on page 13 may not reproduce clearly in paper copy due to small print type of original

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Cultural Awareness; Educational Objectives; Elementary Secondary Education; *Ethnic Studies; Family (Sociological Unit); *Family Background; Interviews; *Multicultural Education; Social History; Social Influences; Social Studies; *Socioeconomic Background; Student Research
IDENTIFIERS Ethnic Heritage Studies Program Act

ABSTRACT

This teaching guide presents a personal approach to America's past by having students prepare their own family's social geneological history. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objective for this unit is to develop an understanding of the ways in which an individual's life is affected by his family background. Planned as a supplement for social studies courses, suggested time allotment is one to two weeks. The guide is comprised of a pretest, four behavioral objectives accompanied by instructional strategies, and a listing of facilitating materials. Also included are 10 worksheets for the student: a family history chart; family group sheet; tips and suggested questions for interviewing; a list of geneological sources of information, suggestions on how to organize a report, and tips on how to write and analyze an obituary. A posttest and bibliography of resources conclude the unit. (Author/CK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173221

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Everett Egginton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ETHNIC STUDIES

FAMILY HISTORY PROJECT

Experimental Unit

Project Directors:

Edward H. Berman, Ed. D.
Everett Egginton, Ph. D.

ETHNIC HERITAGE PROJECT

1976-1977

Jefferson County Public Schools, Louisville, Kentucky

SP 011 780

ETHNIC HERITAGE STUDIES: FAMILY HISTORY PROJECT

Experimental Unit, 1976

Preliminary Draft

JEFFERSON COUNTY PUBLIC SCHOOLS

Department of Curriculum Development and Supervision

Administrative Staff

Ernest C. Grayson	Superintendent
J. C. Cantrell	Deputy Superintendent for Instruction
W. R. Beams	Associate Superintendent for Elementary/Secondary Education
Bobby Green	Associate Superintendent for Instruction
Gene Schrader	Senior Director of Elementary/Secondary Education
Reece E. Little, Jr.	Director of Curriculum Development
Dr. James Stone	Director of Education Development Center

It is the policy of the Jefferson County Board of Education in compliance with provisions of Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex in the administration of any educational program or activity.

Jefferson County Board of Education
Curriculum Office, Melbourne Heights Annex
3023 Melbourne Avenue
Louisville, Kentucky 40220

AN EQUAL OPPORTUNITY EMPLOYER

ACKNOWLEDGMENTS

This unit of the Ethnic Heritage Studies Project has been prepared by Lynn Brothers, Harry Doss High School.

Project Development Team:

Connie Cameron, Coordinator
Dale Redford, Instructional Leader
Jim Hayden, Instuctional Leader
Albin Whitworth, Instructional Coordinator, Butler High School
Beverly Keepers, Teacher, Butler High School
Susan Freepartner, Instructional Coordinator, Doss High School
Lynn Brothers, Teacher, Doss High School
Jerrold Patterson, Instructional Coordinator, Durrett High School
Talbott Allen, Teacher, Durrett High School
Chic Langnehs, Teacher, Shawnee High School
Glenna Straefer, Teacher, Central High School
Fern Halzell, Teacher, Meyzeek Middle School
Nancy Sherman, Teacher, Westport High School
Theresia Colbert, Teacher, Westport High School
Thelma Parel, Teacher, Woerner Middle School
Donald Mason, Teacher, Woerner Middle School

Consultants:

Daisy Yang, Education Development Center
Reginald Glass, Education Development Center
Dell T. Courtney, Special Events Coordinator, Louisville Chamber of Commerce
Thelma Cook, Consulting Teacher, Curriculum Office
Mary Ann Tyler, Teacher, Ballard High School

Administrative Assistant:

Bill Sterrett

FOREWORD

Recognizing the value of an ethnic studies program as a vehicle for promoting positive attitudes toward cultural diversity, Jefferson County Public Schools curriculum writers and teachers, in conjunction with representatives of the University of Louisville and the Bicentennial Committee of the Louisville Chamber of Commerce, have examined present ethnic studies courses of the Jefferson County Public Schools and have developed components for these courses.

Funded by the United States Office of Education, the newly developed units focus on increasing understanding and appreciation of the diversity among ethnic groups represented in the Greater Louisville community.

The units will be tested and evaluated in pilot classrooms during the 1976-1977 school year.

Ernest C. Grayson
Superintendent
Jefferson County Public Schools

TABLE OF CONTENTS

Foreword ii
Rationale for Ethnic Studies iv
Program Criteria v
Unit Grid vi

Family History Project 1

Pretest 2

Notes to the Teacher 4

Work Sheet 1--Family History Project 10
Work Sheet 2--Family History Chart 11
Work Sheet 3--Family Group Sheet 12
Work Sheet 4--Map of Kentucky 13
Map of United States 14
Work Sheet 5--Interviews 15
Work Sheet 6--Suggested Questions for Interviews 16
Work Sheet 7--Sources of Information for Your Family History 18
Work Sheet 8--Reporting What You Have Found 19
Work Sheet 9--Values 21
Work Sheet 10--Writing Your Own Obituary 22

Post Test 24

Resources 27

Book Selection and Reevaluation Policy
Book Selection and Material Reevaluation Procedures
Book Selection and Materials Reevaluation Policy
Citizen's Request for Reevaluation of Material

RATIONALE FOR ETHNIC STUDIES

The recognition of cultural pluralism as intrinsic in society in the United States is receiving increased attention from the nation's educators who realize that cultural diversity manifests itself daily in the classroom and often is the source of communication breakdown, misunderstanding, and conflict.

Consequently, school systems across the country are seeking to develop a variety of curriculum offerings that will deal with this cultural diversity in substantive and affirmative ways.

The Jefferson County Public Schools became directly involved in this search as the result of a grant from the United States Office of Education for the development of an Ethnic Studies Program in local schools. The grant resulted from a joint proposal by the University of Louisville, the Jefferson County Public Schools, and the Louisville Chamber of Commerce.

To meet grant guidelines, a curriculum writing committee comprised of local instructional leaders and teachers met during the months of July and August, 1976, to develop criteria for an ethnic studies program, to analyze present ethnic studies courses, to construct model units for implementation in county classrooms, and to plan ethnic fairs in six county schools.

PROGRAM CRITERIA

The Curriculum Writing Committee for the Ethnic Studies Program believes that an Ethnic Studies Program should cross disciplinary lines throughout the curriculum and must include the examination of major ethnic groups represented in American society.

The committee further believes that the specific characteristics listed below mark a definitive ethnic studies program and should be reflected, in varying degrees, in individual ethnic studies courses.

Characteristics

An Ethnic Studies Program, logically:

1. Emphasizes the universality of human needs
2. Explores the experiences and contributions of ethnic groups
3. Analyzes the relationships between ethnic groups
4. Develops a historical perspective of ethnic groups
5. Provides a balanced accurate and impartial treatment of ethnic groups
6. Analyzes ethnic myths and stereotypes
7. Contains interdisciplinary elements
8. Explores future prospects of ethnic groups
9. Endorses the principle of social equality of individuals
10. Focuses on attitudes and values of ethnic groups
11. Promotes individual self-awareness and feelings of self worth
12. Seeks accommodation, appreciation and acceptance of cultural diversity

Unit Title: _____

Unit Description/Purpose: _____

_____

	YES	NO	NOT APPLICABLE
Emphasizes the universality of human needs			
Explores the experiences and contributions of ethnic groups			
Analyzes the relationships between ethnic groups			
Develops a historical perspective of ethnic groups			
Provides a balanced accurate and impartial treatment of ethnic groups			
Analyzes ethnic myths and stereotypes			
Contains interdisciplinary elements			
Explores future prospects of ethnic groups			
Endorses the principle of social equality of individuals			
Focuses on attitudes and values of ethnic groups			
Promotes individual self-awareness and feelings of self worth			
Seeks accommodation, appreciation and acceptance of cultural diversity			

ETHNIC STUDIES--FAMILY HISTORY PROJECT

Description of the Unit

The Family History Project described in this unit presents a personal approach to America's past by having students prepare their own family's social genealogical histories. Included in the unit are procedures for the preparation of a genealogical record; the use of oral history interviews to construct a family social history; and special emphasis on immigration and migration as factors affecting the lives of family members. Both a pretest, page 2 and a post test, pages 24-26 are provided.

This unit is offered as a supplement to Social Studies 115, Social Studies 301, Social Studies 302, Social Studies 303, Social Studies 402, Social Studies 408, and Social Studies 230.

Suggested Time

1-2 weeks

General Objective

Develops an understanding of the ways in which an individual's life is affected by her/his family background.

Ethnic Studies
Family History Project

PRETEST

Instructions: Complete the following table to the best of your knowledge.

Your Father's Family			Your Mother's Family	
Grandfather	Grandmother		Grandfather	Grandmother
		National Origin		
		Place of Birth		
		Location of Childhood Home		
		Location of Home after Marriage		
		Religious Affiliation		
		Political Affiliation		
		Educational Level		
		Jobs Held		
		Organizations supported		
		Special Accomplishments		
		Unique Talents		

Check those items listed below that relate you and your life in some way to the lives of your grandparents.

_____ Your name
_____ Where you live
_____ Political party preference
_____ Your religious denomination
_____ The career you would like to pursue
_____ How your family celebrates Thanksgiving or Christmas
_____ Particular foods you enjoy
_____ Special talents you have (music, ability to work with your hands)
_____ Your height or weight
_____ Other physical features like your nose, color of hair, or your skin tone

Rate each of the following statements according to the scale below. Write the response that best identifies your opinion. There are no right or wrong answers.

strongly agree	agree	no opinion	disagree	strongly disagree

It is important for parents to tell their children about their ancestors.

The actions of my ancestors have made my life a better one.

I would like to be more like my ancestors.

A person can learn from the failures and the successes of her/his family members.

Learning about my ancestors can help me to understand myself.

I would like to know more about my ancestors.

NOTES TO THE TEACHER

You may have asked yourself, "How can students in my class relate to people and events that occurred many years ago?" The Family History Project attempts to answer this question by having students identify with the past through compiling a family history composed not only of a genealogical record of names and dates, but a family social history as well. Information on jobs, living arrangements, major problems, movements from place to place, social attitudes, personal relationships and socio-economic positions could be parts of this family social history. Such a project involves family in interviews and the search for family records and may include research at libraries and historical societies.

The scope of research and the time allotted to the project selected for your class will depend on your own situation. The exact procedures you use in the project must be tailored to your needs. For example, you might wish to meet individually with the students for reporting sessions, or you may prefer class discussions on the students' progress. You may also find several different ways to have the final reports completed. (Several suggestions have been included in the student materials.) In any case, these kinds of decisions need to be made early in the project and thoroughly explained to the students involved. The project can be used in several different ways to create genuine student interest in America's past and allow students to see how a great variety of ethnic and social backgrounds have combined to form the American culture.

Note: Parts of the Pretest have been repeated in the Post Test.

Behavioral Objective 1

Following a study of methods and materials used to prepare a family history and given a teacher designed format, the student will collect information and compile a history of her/his family.

Instructional Strategies

A preface to the entire Family History unit is the Family History Chart or family tree. Students should rely on their parents for aid in filling out the chart. The information gathered here will form the basis for more extensive research. Students should be given adequate time to complete the chart. Maps of Kentucky and the United States and a Family Group Sheet have been included for the students' use. Note: The teacher should explain that one or both of these maps may assist student in locating birth place of his/her ancestors. In addition, some students may need European or other maps.

Interviews and research will be necessary to compile the information for the family history. Care should be taken to explain interview techniques and to go over questions that could be used in student interviews. Several weeks may be needed to conduct interviews and collect information from other sources. The teacher should check student progress at least weekly.

The culmination of the research and interview projects is the report, or what might actually be called the "family history." The class situation will determine what form this report will take. The teacher should feel free to use the suggestions included in the student work sheet "Reporting What You Have Found" as they are appropriate for a particular class.

Facilitating Materials

Work Sheet 2, "Family History Chart," p.111. Note: The teacher should explain that the terms "husband" and "wife," as they appear on Work Sheet 2, refer to the student's father and mother.

Work Sheet 3, "Family Group Sheet," p. 12..

Work Sheet 4, "Map of Kentucky," p. 13.

Work Sheet 5, "Interviews," p. 15.

Work Sheet 6, "Suggested Questions for Interviews," p. 16

Work Sheet 7, "Sources of Information," p. 18.

Work Sheet 8, "Reporting What You Have Found," pp. 19-20.

Teacher-selected format for preparation of history

Behavioral Objective 2

Having defined the term values and participated in values clarification exercises, the student will list four-to-six values reflected in her/his family history and will cite at least one example from family life that demonstrates each of the listed values.

Instructional Strategies	Facilitating Materials
Let the students write what they would do if they were given $300 to use in any way they wished. Ask: how would you use the money? (Avoid the word spend.)	
From the writings, read several ways different individuals would use their money. Then ask: What can we tell about people from the way they would use their money? Explain.	
Read to the class from the newspaper some examples of ways people are using money. Ask the class what they can say about the people involved from the way they are using the money.	
Reproduce Work Sheet 9 on a transparency or duplicate copies so that students, working in pairs, may decide what each of these people values. List the responses on the chalkboard. Then ask: What conclusion(s) can you draw from the fact that some members of the class saw different values in the same behavior?	Work Sheet 9, p. 21. Raths, Louis E.; Harmin, Merrill; and Simon, Sidney B. Values and Teaching: Working with Values in the Classroom.
Ask questions below to assist students in identifying family values.	
What impressed you most about your grandfather, grandmother, father, mother, and/or other relatives?	Individual student family histories and questions that deal with the relationship of family history to students' lives and students' perception of members of their families
How well would you have done if you had lived through your grandparents' experiences? Give examples. Are there differences in the way you would have handled problems?	
Describe some differences in the way in which you and your parents were raised.	

Instructional Strategies	Facilitating Materials
What are other differences in the way your grandparents lived and the way you live today? Use five words to describe each of your grandparents. Did your grandparents' lives make possible a better life for you? Explain.	

Behavioral Objective 3

Having completed a personal family history, the student will identify those accomplishments, traits and values of her/his family that are most important to her/him by constructing a family coat of arms.

Instructional Strategies	Facilitating Materials
After the completion and presentation of the family history, the student should be able to identify those aspects of own family's past which he/she considers important that have lasting value.	Individual student family histories

Instructional Strategies	Facilitating Materials
The teacher should ask one student to bring a coat of arms to class and to explain, if possible, what the various parts of the coat of arms symbolize in her/his family's history.	Simon, Sidney. Values Clarification: A Handbook of Practical Strategies for Teacher and Students, pp. 278-280.

Behavioral Objective 4

Following the completion of a personal family history and an obituary or autobiography, the student will identify values and attitudes he/she holds in common with his/her ancestors and those that are different.

Instructional Strategies	Facilitating Materials
As each family history project is presented to the class, or upon the completion of the reports, the teacher should be sure to point out and to discuss the unique factors in each family's experience. The ways students feel about themselves are often rooted in the view they have of their own families. The family history project should help foster positive attitudes in the students involved. Students should be able to look to their ancestors as a source of pride and determine those facets of their heritage they would like to use in their own lives. Several activities that might be used are listed below.	Individual student family histories
Writing Your Own Obituary	
Students write their own obituary. This is not meant to be a grim or morbid activity. It is simply a way for students to see how their ancestor's experiences, customs and values have influenced their own lives.	Work Sheet 10, Writing Your Own Obituary," pp. 22-23.

Instructional Strategies **Facilitating Materials**

A sample obituary has been included in Work Sheet 10. Students shcuild be asked to read the sample obituary, list several facts about the person's life that may indicate certain values held, and discuss which of these values might be related to family background. (See "Analysis Chart," p. 23.) The following questions may be used to clarify the topics on the chart:

1. What did the person do in her/his life?
2. What values (i.e., things important to the person) can be inferred from the things the person did?
3. Which of the things the person did or valued might reflect her/his family background?

Suggested Answers for the Analysis Chart:

Life Activities/Events	Values Reflected	Family Heritage Reflected by Life Events/Activities
Donated rare books to a university.	Enjoyed reading and the pursuit of learning.	(Use this column for analysis of student obituary or autobiography only.)
Donated books to Pakistan.	Displayed humanitarian qualities.	
Participated in Frontier Nursing Service.		
Was first woman to fly in a plane in Louisville.	Enjoyed travel and adventure.	
Visited the Soviet Union.		

Note: Other values than those mentioned on the chart may be associated with the events cited on the chart.

Instructional Strategies

Facilitating Materials

Modeled on this example and using suggestions below, students can construct their own obituary and/or autobiography. They should be asked to write the obituary as if their death takes place ten years from the actual writing. Students can then list and/or discuss, as in the sample activity, the values they had and the relationship of those values to their family heritage.

The following items should be mentioned to the class as possible parts of an obituary:

Occupations
Education
Religion
Place and date of birth
Brief description of childhood years
Contributions
Organizations supported
Aspirations not achieved
Family members

FAMILY HISTORY PROJECT

America has been called a "nation of immigrants." Our ancestors, as they came to America from all parts of the world, brought with them their own unique heritage. Much of what we are today, how we act, what we believe, and what we hope to be, is rooted in that heritage. Each of us should be proud of the contributions made by those members of our family who came before us. But suppose you have no famous politicians, military heroes, or courageous explorers in your family to look to with pride. You are not alone. Most people do not. Your family may not have made the history books; nevertheless, what they have done is "historic." The people who built America were not just the politicians, heroes, or explorers. Most were people like you and your family. This project gives you the opportunity to learn more about the people who gave us the heritage that we cherish today.

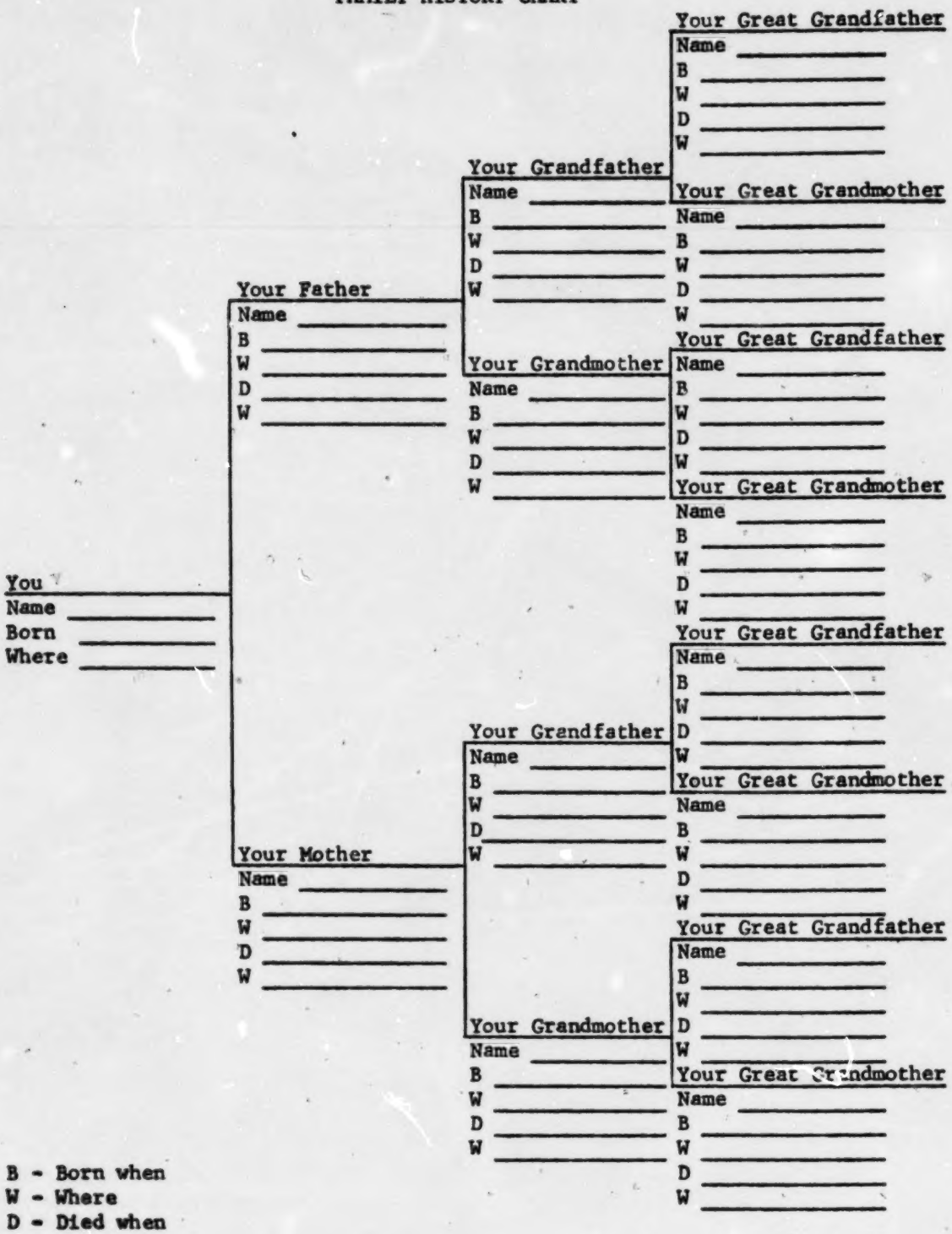
Family History Chart

The first step in the preparation of your family history is the tracing of your family back through your great grandparents, using the "Family History Chart" provided. Your genealogical research should begin with information easily obtained from members of the immediate family. Often written records have been kept in places such as a family Bible. After personal resources have been explored, you might choose to search further at the Filson Club, Kentucky Historical Society, and Louisville Free Public Library. A summary of genealogical sources is included on p. 18. A "Family Group Sheet," p. 12, can be used to keep track of more detailed information about your family. You may need several of these sheets. Also, a map of Kentucky, showing counties and county seats, and a United States map are included.

Work Sheet 2

Ethnic Studies
Family History Project

FAMILY HISTORY CHART



B - Born when
W - Where
D - Died when

Work Sheet 3

Ethnic Studies
Family History Project

FAMILY GROUP SHEET[1]

HUSBAND'S NAME _____ (Husband's Full Name)

When Born _____ Where _____

Christened _____ Where _____

When Died _____ Where _____ (Wife's Maiden Name)

When Buried _____ Where _____ This information obtained from

When Married _____ Where _____

Other Wives (if any)
Number (1) (2) etc. _____

His Father _____ His Mother's Maiden Name _____

WIFE'S MAIDEN NAME _____

When Born _____ Where _____

Christened _____ Where _____

When Died _____ Where _____ Date _____

When Buried _____ Where _____ Compiler _____

Other Husb. (if any)
Number (1) (2) etc. _____ Address _____

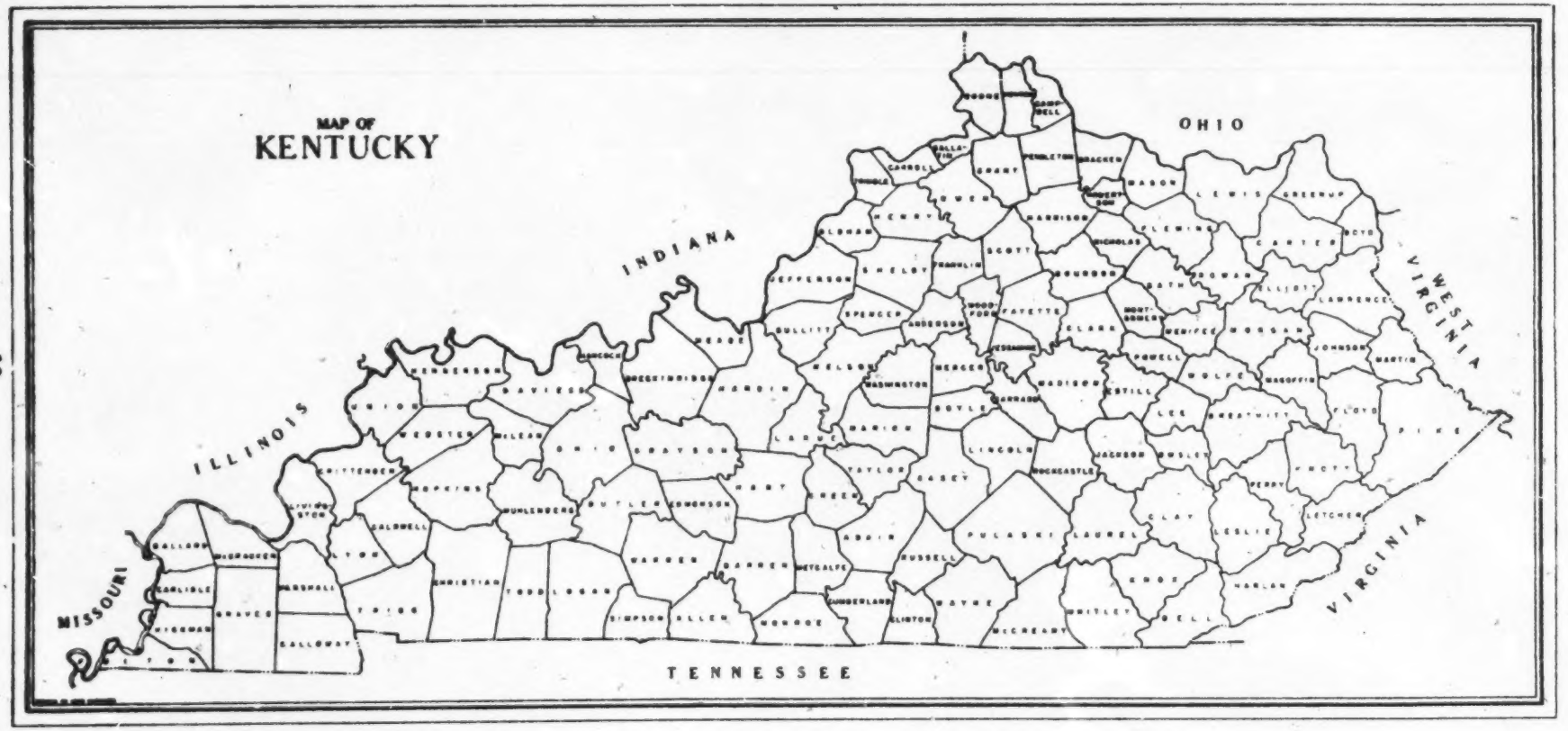
Her Father _____ Her Mother's Maiden Name _____ City _____ State _____

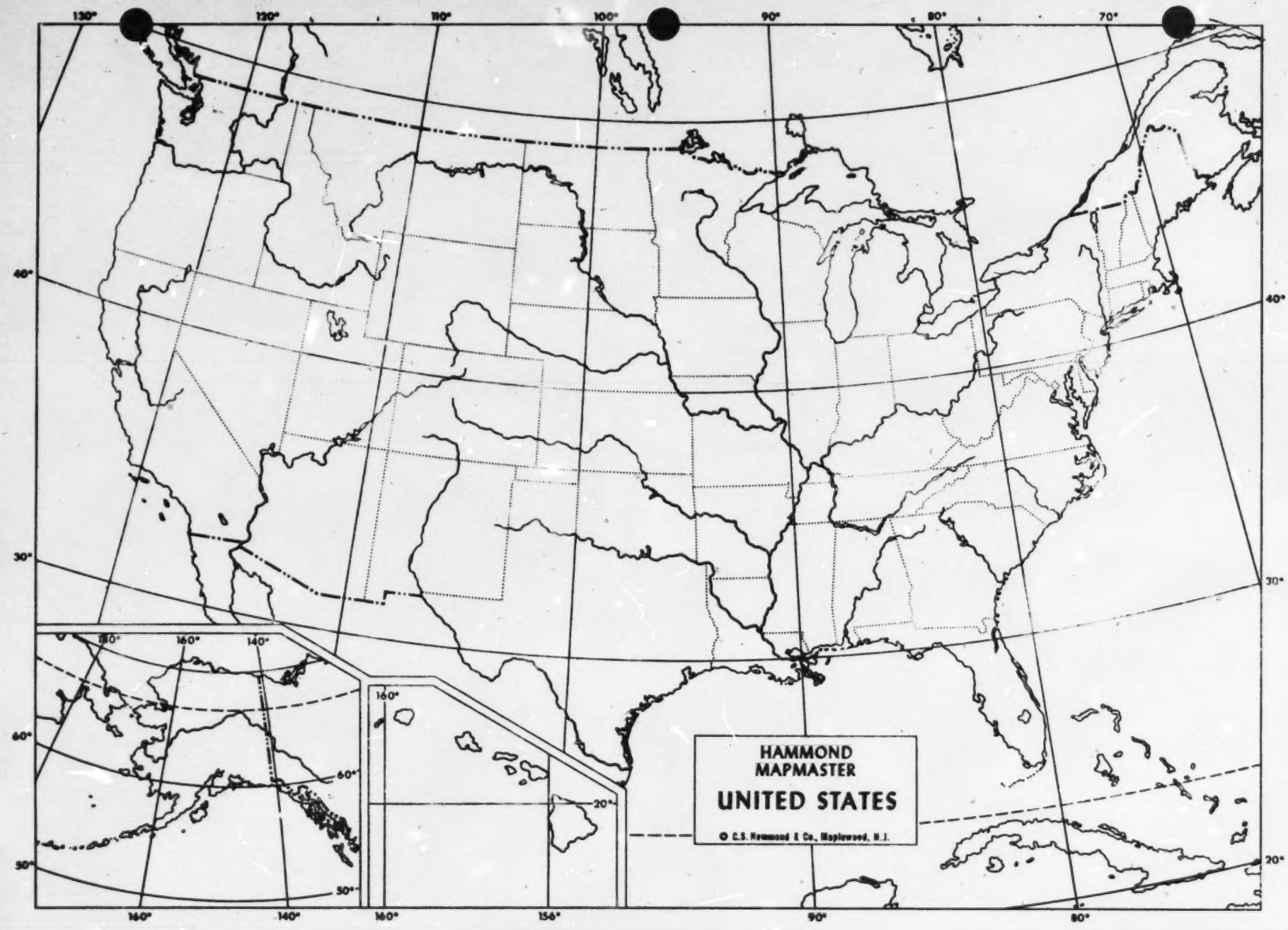
Male or Female	CHILDREN (Arrange in order of birth)	WHEN BORN Day	Month	Year	WHERE BORN Town or Place	County	State or Country	WHEN DIED* Day	Month	Year	Married
	1										Date To
	2										Date To
	3										Date To
	4										Date To
	5										Date To
	6										Date To
	7										Date To
	8										Date To

12

[1] (c) The Everton Publishers, Inc. P. O. Box 368, Logan, Utah 84321. Reprinted with permission.

13


MAP OF
KENTUCKY
OHIO
INDIANA
ILLINOIS
MISSOURI
WEST VIRGINIA
VIRGINIA
TENNESSEE


130°
120°
110°
100°
90°
80°
70°
40°
30°
60°
50°
20°
160°
140°
HAMMOND
MAPMASTER
UNITED STATES
© C.S. Hammond & Co., Maplewood, N.J.

INTERVIEWS

The major part of your report should be devoted to information about your grandparents and parents. The questions below are suggestions for finding out about many important aspects of your parents' and their parents' everyday lives. If your grandparents are dead or live far away, you will have to rely on your parents or perhaps other relatives living in other areas. Write a letter giving specific questions to be answered. Simply asking someone to "tell you something about your grandparents" gives them little direction in providing you the information you need.

When you interview someone in person, you might do several things to insure your success:

1. Use a tape recorder; if this is not possible write down answers as accurately as possible.

2. Choose a comfortable place for the interview--away from noise and distractions.

3. Be specific in your questions and listen carefully to the answers given; those answers may provide hints for better questions.

4. Plan interview sessions to last one hour or less.

5. Use the questions below as suggestions; do not hesitate to change them or make up your own to fit your own family.

6. You need information about your parents and grandparents. Be sure to direct these questions toward that goal. These questions mainly concern your parents' childhood, but you might wish to apply them to your grandparents' childhood as well.

SUGGESTED QUESTIONS FOR INTERVIEWS

Family Life

How did your grandparents meet? Where did each live?

What kind of homes did your parents grow up in? Did they live on a farm, in a small town or city? Was the house crowded? How was living, working and sleeping space arranged?

What were the everyday activities of your parents' families (including brothers and sisters)? How was time spent at home? Where and how were marriages, christenings, funerals and other ceremonies held? Were there special family celebrations or reunions? Were there particular family customs?

Were there any special foods associated with holidays or other occasions? Were there special ways to prepare or preserve foods?

How were family decisions made? Was one parent dominant in matters concerning school, jobs, and housing for the family? How were your parents and their brothers and sisters disciplined?

What big events occurred in the life of the family? Who were family heroes?

How important was religion in your parents' families? Did members of the family tend to belong to one denomination or did changes in church membership take place over the years?

If there were family conflicts, what were they about? How were they handled? When was the first radio, television, or automobile purchased by your parents' families? How did it affect the family?

Did family members serve in the military? If so, how did that affect family life?

Ask your grandparents about the depression of the 1930's. What changes had to be made in their lives to adjust to economic conditions?

Were any of your grandparents skilled in the making of things, such as quilts, furniture, carved figures? Ask them to tell you how these things were made.

Did politics have a place in the family? Did family members hold public office or work in campaigns? What party and candidates received family support?

To what civic or social organizations did your parents' families belong?

Family Work

What jobs were held by family members? Specifically, what kinds of jobs did they perform? What about pay, advancement, unions, working conditions? Did family members stay on one job for a long time or move frequently? Did the women in the family work outside the home? What jobs did they hold?

The Community

Describe the neighborhood and community where your parents (and grandparents, if you can find out) grew up. What stores were there? What were major community events? What amusements and sports were available?

Education

Where did family members go to school? What was school like? What were some of the activities and events enjoyed at school? Did any family members attend college? Where?

Immigrant Family Members

If your grandparents or great grandparents were immigrants to America, you may wish to add the questions below.

What was their native land? What were conditions there? Why did they decide to come to the United States? Where did they settle? How was the journey made? At what cost?

What did they know about the United States before coming? What were their first reactions to America? How were they treated? Where did they live, at first?

Who were the first family members to learn English? Was language a serious problem?

What old country customs were the most difficult to keep? Was there resistance in the family to giving up old customs and traditions in order to become "Americanized"?

Does the family still have an ethnic identity? Were names changed to sound less foreign?

What kinds of discrimination, if any, existed against your immigrant ancestors?

Was the family's neighborhood an ethnic one? Describe life there.

SOURCES OF INFORMATION FOR YOUR FAMILY HISTORY

Listed below are several sources of information about your family you may use to supplement your interviews. In many cases you can use these sources to check dates and details forgotten by the people you interview. In other cases, they may provide original historical material. If you need further information that family members cannot tell you, the following list of sources may be of some help. It is often said by historians that one good source leads to another, so these may provide a place to begin.

Family Records

Family Bibles, letters, photographs, scrapbooks, family souvenirs or keepsakes, old newspapers, school report cards, diaries, cherished possessions (army uniforms, baby shoes, toys, quilts, baptismal clothings, and others)

Church Records

Baptism, marriage, and death records

Legal Records

Deeds, wills, tax records, marriage licenses, surveys, census data

Other Sources

To use the additional sources of information listed below, you may need to write a letter or travel, either across town or to Frankfort, Kentucky. Ask your parents to help you. They should find the project interesting and important, especially since it concerns them and their parents.

Louisville Free Public Library, Kentucky Room, Third and York Streets, Louisville, Kentucky 40202

Kentucky Historical Society, Old State House, Frankfort, Kentucky 40601

Filson Club, 118 West Breckinridge, Louisville, Kentucky 40203

National Genealogical Society, 1921 Sunderland Place, N.W., Washington, D.C. 20036

REPORTING WHAT YOU HAVE FOUND

Now that you have conducted interviews with your parents and others, searched the records for all kinds of information, gathered together a collection of notes, ideas, photographs and documents, how will you compile a "family history"? Some suggestions are included here. Your teacher may want to use one of these, some combinations of these, or something completely different.

Organization of Items That Might Be Included in a Family History

Divide the report into several short biographies, being sure to include as much information on daily life and activities as possible.

Suggested Topics:

1. The life of one grandmother up to marriage
2. Life of your grandfather (her husband) up to marriage
3. Lives of your grandmother and grandfather together
4. Same information for your other set of grandparents

or

1. The lives of your father's grandparents from the time of their marriage, including information about your father, his brothers and sisters.
2. The same information for your mother's grandparents including short, separate biographies of your parents.

Section on Items of Special Interest to You

Perhaps one of the members of your family was an excellent quilt maker. You could include a special section on her/his work and descriptions of how quilting is done. Perhaps, someone in your family was a railroad worker. A special section could be devoted to the person's life and work on the railroads.

Scrapbook Section

Include photographs (labeled and dated), copied records, newspaper clippings, mementos, and other items.

Maps

Your report could include a Kentucky map and/or other maps (service station variety is adequate) necessary to identify the location of places described in the report.

Family History Chart

Complete a family chart as part of your report.

List of Sources

A page should be devoted to a list of persons whom you interviewed or to whom you wrote.

A Display or Presentation for the Class

Choose something of interest from your family history research and show or demonstrate it to the class.

Examples:

Demonstrate a game brought to this country by immigrants of your family (have the class play along).

Using an old family recipe, prepare a sample food for the class.

Bring to class some craft item a family member has made.

VALUES

1. Henry was usually chosen by his classmates to keep score.

2. Afer school Mary could usually be found caring for her horse, Tony.

3. John ran to school because he was late.

4. Tom practiced on his saxophone every spare minute he had.

5. Natives in the Gilbert Islands belch loudly when they are finished eating.

6. Moslems pray five times daily.

7. American soldiers who kill their enemies in wartime are given medals; in peacetime citizens who kill a person for their own personal reasons are imprisoned and sometimes executed.

8. Hopi Indian children never try to win at games.

WRITING YOUR OWN OBITUARY

Suppose you were asked to compose your own obituary. What would you say about your life? How should the notice be written? How much of your life is the result of your family heritage? Below is an example for you to examine. Read the example and complete the chart on the next page.

Mrs. Bullitt, Rare Book Donor, Collector Dies[1]

Mrs. William Marshall Bullitt, of Oxmoor, 7500 Shelbyville Road, died at noon yesterday at the Brownsboro Hills Nursing Home. Mrs. Bullitt, 94, was the former Nora Iasigi, a native of Boston, Mass. Her husband, an attorney, died in 1957.

Mrs. Bullitt's home in Oxmoor contained one of the most impressive private libraries in Kentucky and has been described as a book-lover's dream.

In 1955 Mrs. Bullitt headed a committee that collected books for the "Louisville Reading Room" at Sind Muslim College in Karachi, Pakistan.

She donated a library of rare books and documents on mathematics to the University of Louisville in 1958. Included were first-edition works by Isaac Newton and pamphlets by Albert Einstein.

Mrs. Bullitt was past president of the Louisville Art Association. She had been a member of the National Trust for Historic Preservation and in 1960 was a charter member of the American Institute of Approval, an organization that encouraged excellence and good taste in American living. She was a member of the Glenview Garden Club and had been active in the Frontier Nursing Service.

In 1919 she was the first woman to make an airplane flight in Louisville. The flight was made in connection with the sale of Victory Liberty Bonds.

In 1935 she wrote and published a book on her tour of the Soviet Union.

Survivors include two daughters, Mrs. Eugene W. Leake of Monkton, Md., and Mrs. C. Virgil Christian of Delray Beach, Fla.; a son, Thomas W. Bullitt; five grandchildren, and a great-grandchild.

The funeral will be at 11 a.m. Thursday at St. Luke's Episcopal Church in Anchorage, with burial in the family cemetery at Oxmoor.

The family will be at the Oxmoor residence after 11 a.m. tomorrow.

The family requests that expressions of sympathy take the form of contributions to St. Luke's Episcopal Church Memorial Fund.

---

[1]Copyright (c) 1976, The Courier-Journal, July 27, 1976. Reprinted with permission.

Analysis Chart

Use the chart below to list various activities/events of Mrs. Bullitt's life that indicate certain values she might have held.

Life Activities/Events	Values Reflected	Family Heritage Reflected by Life Activities/Events

POST TEST

Family History Project

1. Instructions: Complete the following table to the best of your knowledge.

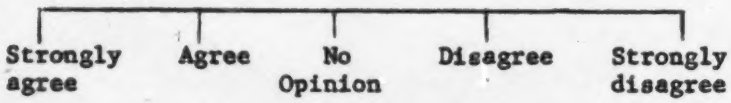
Your Father's Family			Your Mother's Family	
Grandfather	Grandmother		Grandfather	Grandmother
		National Origin		
		Place of Birth		
		Location of Childhood Home		
		Religious Affiliation		
		Political Affiliation		
		Educational Level		
		Jobs Held		
		Organizations Supported		
		Special Accomplishments		
		Unique Talents		

2. Check those items listed below that relate you and your life in some way to the lives of your grandparents.

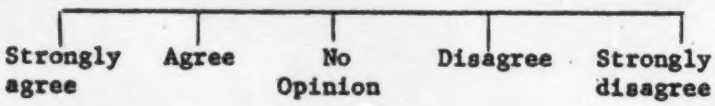
___ Your name
___ Where you live
___ Political party preference
___ Your religious denomination
___ The career you would like to pursue
___ How your family celebrates Thanksgiving or Christmas
___ Particular foods you enjoy
___ Special talents you have (music, ability to work with your hands)
___ Your height or weight
___ Other physical features like your nose, color of hair, or your skin tone

3. Rate each of the following statements according to the scale below. Circle the response that best identifies your opinion. There are no right or wrong answers.

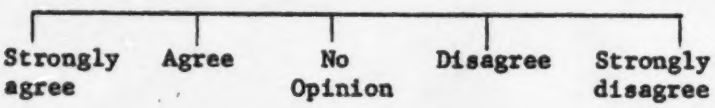
It is important for parents to tell their children about their ancestors.



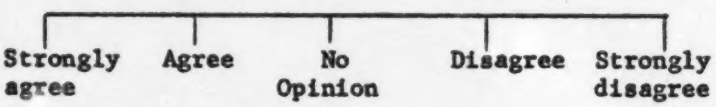
The actions of my ancestors have made my life a better one.



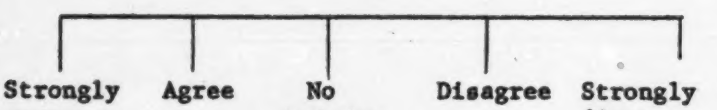
I would like to be more like my ancestors.



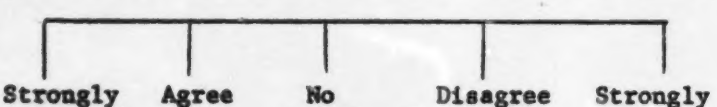
I would like to know more about my ancestors.



A person can learn from the failures and the successes of her/his family members.



Learning about my ancestors can help me to understand myself.



4. Rate each of the following statements by checking the column which best identifies your opinion. Remember that your responses to these statements will not affect your grade.

	This is not true for me.	This is somewhat true for me.	This is really true for me.
I was interested in the activities and assignments for this project.			
I completed the assignments in this unit.			
I shared the results of my research with the class.			
I shared the results of my research with my friends.			
My parents became interested in this project.			
I enjoyed writing my family history.			
I did some extra research as part of my project.			
I plan to continue my research in the future.			
I talked to relatives other than my parents about this project.			
I would like to take another class which deals with family history.			
Our family is the most important influence on our values, attitudes, and behaviors.			
We often accept our values, attitudes, and behaviors without thinking about them.			
It is only natural to believe that one's own family is better than other families.			
Grandparent's ideas and attitudes are out of date for today.			
Nearly everything we do--the foods we eat, the jobs we seek, the kind of car we drive--is a reflection of our family background.			
The actions of my grandparents have made my life a better one.			
It is important for parents to tell their children about their family.			
Learning about my ancestors is of little value in understanding myself.			
A person can learn from the successes and failures of her/his family members.			
The marriage of two people of similar backgrounds is usually a successful one.			

RESOURCES*

Doane, Gilbert H. Searching for Your Ancestors. 3d ed. Minneapolis: University of Minnesota Press, 1960.

Jones, Vincent L.; Eakle, Arlene H.; and Christensen, Mildred H. Family History for Fun and Profit. Provo, Utah: Community Press, 1972.

Raths, Louis E.; Harmin, Merrill; and Simon, Sidney B. Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Co., 1966.

Simon, Sidney, et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972.

*If materials are not available in the school, telephone the Ethnic Heritage Studies Project Office at Education Development Center (456-3270).

BOOK SELECTION AND REEVALUATION POLICY

Objectives

The primary objective of the school materials center is to implement, enrich and support the educational program of the school.

The school materials center should contribute to the social, intellectual, cultural and spiritual development of the students.

Selection

Materials for the school materials center should be selected by librarians in consultation with administrators, supervisors, faculty members, students and parents.

Reputable, unbiased, professionally prepared selection aids should be consulted as guides.

Criteria for selection

Selection should consider the needs of the individual school based on a knowledge of the curriculum and on requests from administrators and teachers.

Consideration should be given to individual students based on a knowledge of elementary and secondary youth and on requests of parents and students.

Selection should provide for a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.

The instructional materials should have high literary value.

Materials should have superior format.

Jefferson County Public Schools. Key to Policies and Procedures for Librarians. Louisville, Ky.: Jefferson County Board of Education, 1969.

BOOK SELECTION AND MATERIAL REEVALUATION PROCEDURES

Revised June 27, 1969

We seek to educate young people in the democratic tradition, to foster a recognition of individual freedom and social responsibility, to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights, and to instill appreciation of the values of individual personality. It is recognized that these democratic values can best be transmitted in an atmosphere which is free from censorship and artificial restraints upon free inquiry and learning and in which academic freedom for teacher and student is encouraged.

It is further recognized that there are areas of such a controversial or questionable nature that some restraints upon complete academic freedom are necessary.

The Jefferson County Board of Education wishes to meet ignorance, hatred and prejudice not with more ignorance, hatred and prejudice; but with understanding, goodness, and reason. Therein no individual will be allowed to impose his personal views in any subject area, and the best professional behavior and individual thought will be expected at all times. When political, moral or social problems arise within the classroom as topics of discussion or study, opportunities for opposing points of view must be provided.

The Board of Education does not advocate a policy of censorship, but a practice of judicious selection of materials to be used with students in the classrooms of Jefferson County Public Schools, and wants only to be helpful to the teachers in providing good learning experiences for boys and girls. Teachers shall use prudent judgment in determining whether materials are of such nature and shall submit items to their principal and supervisors for approval before inclusion in their instructional programs. Should such material be selected for inclusion in a teacher's curriculum guide, and objections to same evolve, the Board insists upon the following.

> Individuals involved will be provided an opportunity to discuss the matter fully with local school personnel.
>
> The materials reevaluation procedure will be initiated and conclusions reported to the school and individuals involved. See attached BOOK SELECTION AND MATERIALS REEVALUATION POLICY.
>
> With reference to library books per se and book selection, the form used in 1963-69 and the years before may be used. See attached CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL.

Furthermore, in recognition of the scope of this problem, the Board encourages the administrations of the local schools to form panels of qualified persons, appointed fairly (e.g., teacher, parents and other school and community representatives) to consider materials to be used in the curriculums that might have an adverse effect on students. In addition, the Board suggests that individual school departments be encouraged to consider, read and review all supplementary curricular inclusions that might be offensive politically, socially or otherwise.

BOOK SELECTION AND MATERIALS REEVALUATION POLICY

Individuals, organizations, or groups who challenge or criticize instructional materials shall be asked to complete the form Citizen's Request for Reevaluation of Material comparable to that suggested by the National Council of Teachers of English.

After completing the above mentioned form, a school committee composed of the teacher in the subject area, the principal, the supervisor and the librarian shall review with the complainant the written criticisms and attempt to reach a decision concerning the complaint.

If a decision is not reached which is satisfactory to the complainant, the principal shall request the Associate Superintendent for Instruction to delegate a central committee to review and make a final decision concerning the disposition of the complaint. This decision will be reported back to the principal by the Associate Superintendent for Instruction. This central committee shall be composed of an administrator, a supervisor in the subject area under question, a classroom teacher in the subject area, the Coordinator of Library Services and a mature* parent, preferably from the school district from which the complaint orginates. No member of the central committee shall have been a member of the local school committee with the exception of the supervisor.

The materials involved shall have been withdrawn from general circulation and use pending a decision in writing by the central committee.

However, in the event the complainant does not concur with the decision, he may request that this child be excused from any contact with the objectionable subject matter. Such requests will be honored.

*The word mature in this context applies to all members of the committee and means highly developed or advanced in intellect, moral qualities and outlook.

The materials center in each school should have on file "Citizen's Request for Reconsideration of a Book" from The Students' Right to Read. Reprinted by permission of the National Council of Teachers of English, October 16, 1963.

CITIZEN'S REQUEST FOR REEVALUATION OF MATERIAL

Type of Material _____Book _____Filmstrip _____Lecture _____Film _____Record _____Other

Author (if known) _____

Title _____

Publisher (if known) _____

Request initiated by _____

Telephone _____ Address _____

Complainant represents:

_____himself

_____organizations (Name) _____

_____other group (Name) _____

1. To what in the material do you object? (Please be specific) _____

_____

2. What do you feel might be the result of exposure to the material? _____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you inspect all of this material carefully? _____ What parts? _____

_____

6. Are you aware of the judgment of this material by critics? _____

7. What do you believe is the theme or main idea in this material? _____

_____

8. Which of the following would you like the school to do with this material?

_____refrain from assigning it to your child

_____withdraw it from all students

_____refer it to the committee for reevaluation

9. In its place, what material, if any, would you recommend that would convey as valuable a picture and perspective of our civilization? _____

_____

Signature of Complainant _____

The Ethnic Heritage Studies Project is sponsored by the Jefferson County Public School System, the University of Louisville, and the Louisville Bicentennial Corporation of the Chamber of Commerce and is partially funded by the United States Office of Education. The unit is being used exclusively by selected teachers in the Jefferson County Public Schools.